

## 4th Grade Reading Placement Pathway

Screening	AIMSweb & DIBELS Screening					
	INTENSIVE	STRATEGIC			BENCHMARK	ADVANCED
Diagnosis: Criteria	Below 20th percentile on DORF & DAZE & MAP (Intensive on at least two of three assessments)  (difficulty with multiple reading skills)	Between the 21st and 40th percentile on ORF Less than 95% accuracy  (fast/slow & wrong)	Between the 21st and 40th percentile on ORF & >95% accuracy  (slow & right)	Between the 21st and 40th percentile on Comprehension Measure (Daze and MAP), Above 40th percentile on ORF (accurate and fluent, but poor comprehension)	Between the 41st and 75th percentile on ORF, DAZE and MAP  (fast & right)	Above the 75th percentile on ORF, Daze, MAP -demonstrates need for additional challenge/advancement  (fast & right)
	↓	↓	↓		↓	↓
Focus	COMPREHENSIVE	PHONICS	FLUENCY	COMPREHENSION	CORE CONTENT	ENRICHMENTS
Focus Skills	<u>Basic reading skills:</u> Letter/sound correspondence, decoding, fluency, vocabulary, comprehension	Targeted decoding skills (PSI assessment)	Automatically decoding words, reading high frequency, and phrasing sentences.	Comprehension Strategies	Core coursework	Advanced Content Focus Comprehension Strategies Writing
Intervention	Alternate Core (for students continuing from previous grades) and Intensive Intervention for new students (such as Corrective Reading)	95% Phonics, Lexia, Targeted use of Intensive Level Intervention	Read Naturally, 6 min. Solution	This is a need - TBD	Small group - Leveled Reader Harcourt Intervention Kit, Leveled Readers, participate in Strategic interventions (as needed) (borderline students)	Literacy First Kits (TBD) Write Tools Literature Circles
Length of Time	Minimum of 60 minutes per day	30 minutes daily addition to the Core Coursework	30 minutes daily addition to the Core Coursework	30 minutes daily addition to the Core Coursework	30 minutes daily addition to the Core Coursework	30 minutes daily addition to the Core Coursework
Verify Progress	In-Program assessments and DIBELS	In-program and DIBELS DORF	In-program and DORF	In-program and DAZE	*Performance in Core Coursework *Grades	*Classroom performance *Rubrics on projects
Identify Method to Verify Effectiveness	*Percent of students making adequate progress on DIBELS in each support category					

## Riverton Middle School Reading Placement Pathway

Screening	MAP and EasyCBM Screening					
	INTENSIVE	STRATEGIC			BENCHMARK	ADVANCED
Diagnosis: Criteria	At or Below 10th percentile on EasyCBM (High Risk Level)  (difficulty with multiple reading skills)	Between the 11th and 39th percentile on EasyCBM (Some Risk Level) <b>With Phonic Decificts</b>  (fast/slow & wrong)	Between the 11th and 39th percentile on EasyCBM (Some Risk) BUT <b>Pass the Phonic Screener</b>  (slow & right)	Between the 11th and 39th percentile on EasyCBM (Some Risk) (accurate and fluent, but <b>poor comprehension</b> )	Between the 41st and 75th percentile on EasyCBM  (fast & right)	Above the 75th percentile on EasyCBM -demonstrates need for additional challenge/advancement  (fast & right)
	↓	↓	↓		↓	↓
Focus	COMPREHENSIVE	PHONICS	FLUENCY	COMPREHENSION	CORE CONTENT	ENRICHMENTS
Focus Skills	<u>Basic reading skills:</u> Letter/sound correspondence, decoding, fluency, vocabulary, comprehension	If Below 10Th %ile on PRF = Corrective Reading Decoding If above 10th %ile administer Multisyllable Phonic Screener	Automatically decoding words, reading high frequency, and phrasing sentences.	Comprehension Skills and/or Comprehension Strategies	Core coursework	Advanced Content Focus Comprehension Strategies Writing
Intervention	Alternate Core, Corrective Reading Decoding and Corrective Reading Comprehension	Corrective Reading plus fluency if below 10%ile on PRF  Rewards if PRF is Yellow and students fail Phonic Screener	Read Naturally, 6 min. Solution	Vocab = Red or Yellow and Comp = Red or Yellow = Read 180  Vocab = Green and Comp = Yellow = Read to Achieve		
Length of Time	Two Class Periods per day					
Verify Progress	In-Program assessments and EasyCBM (all measures)	In-program and EasyCBM PRF	In-program and EasyCBM PRF	In-program and EasyCBM Comp	*Performance in Core Coursework *Grades	*Classroom performance *Rubrics on projects
Identify Method to Verify Effectiveness	*Percent of students making adequate progress on DIBELS in each support category					

Score 0-8 on EASY CBM or/and LVL 1 or 2 on HSPE

Score a 9- 12 on EASY CBM and/or LVL 2 or 3 on HSPE

### Corrective Reading "A"

Enter:

Exit:

One Semester

### Corrective Reading "B-1"

Enter: Score X or better on Corrective Reading "B"curricular assessment

Exit:Score X or better on Corrective Reading "B"curricular assessment

One Semester

### Corrective Reading "B-2"

Enter: Score X or better on Corrective Reading "B"curricular assessment

Exit:Score X or better on Corrective Reading "B"curricular assessment

One Semester

### Corrective Reading "C"

Enter: Score X or better on Corrective Reading "C"curricular assessment

Exit: Score X or better on Corrective Reading "C"curricular assessment

One Year

### Language! Sections C and D

Enter: Score X or better on Language! curricular assessment

Exit: Score X or better on Language! curricular assessment

One Year in Block

### Language! Sections E and F

Enter: Score X or better on Language! curricular assessment

Exit: Score X or better on Language! curricular assessment

One year in block

### Rewards

Enter:

Exit:

One Semester

### Read to Achieve Content

Enter:

Exit: 160 wpm at 8th grade level and pass Easy CBM with 95% on comprehension

One Semester-One Year

### Read to Achieve Narrative

Enter:

Exit: 160 wpm at 8th grade level and pass Easy CBM with 95% on comprehension

One year

Corrective Reading will be called Reading

Level	Support Services Code	Gen Ed Code
A	SUP041	ENG041
B1	SUP042	ENG042
B2	SUP043	ENG043
C 1st sem.	SUP044	ENG044
C 2nd sem.	SUP045	ENG045

Language! will be called Language 1 and Language 2

Level	Support Code	Gen Ed Code
C-D	SUP051	ENG051
E-F	SUP052	ENG052

Rewards, Read to Achieve Content, and Read to Achieve Narrative will be called Literacy 1-5

Level	Support Services Code	GenEd
Literacy 1 (rewards)	SUP061	ENG061
Literacy 2 (RTA Content 1 sem.)	SUP062	ENG062
Literacy 3 (RTA Content 2 sem.)	SUP063	ENG063
Literacy 4 (RTA Narrative 1 sem.)	SUP064	ENG064
Literacy 5 (RTA Narrative 2 sem.)	SUP065	ENG065

## Vocabulary 8\_Fall

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Critics are calling the new comedy the most **hilarious** movie of the year. "It's a laugh riot!" they say. **hilarious** means:  
A. long    B. serious    C. funny
2. Zach was **elated** with his birthday present. He danced all around the room. **elated** means:  
A. jealous    B. excited    C. restless
3. Fire fighters have to be ready for an emergency **at the drop of a hat**. Just a few minutes can mean the difference between life and death. **at the drop of a hat** means:  
A. dangerously    B. confidently    C. immediately
4. The mean gym teacher picks on the school bully in front of all the other kids. All the kids laugh. The bully gets a **taste of his own medicine**. **taste of his own medicine** means:  
A. laughter is the best medicine    B. feeling ill and needing medicine    C. when your bad behavior is returned
5. Miguel turned in the first **draft** of his paper. It was rough, but had the general body of the text there. Here **draft** means:  
A. early version    B. top choice    C. cool breeze
6. Sandy sometimes did not use good handwriting. Her teacher made her copy the spelling list **in duplicate** to get extra practice. Here **in duplicate** means:  
A. photocopy a paper    B. practice spelling words    C. do something twice
7. The bananas were **certified** organic, according to their sticker label. **certified** means:  
A. guaranteed    B. produced    C. healthy
8. Just like water on a fire, Adam's hopes for the touchdown were **extinguished** when he missed the pass. **extinguished** means:  
A. erased    B. scored    C. soaked
9. Levi hands the cashier a twenty-dollar bill. She holds it up to the light to determine if it is real or **counterfeit**. **counterfeit** means:  
A. ancient    B. fake    C. original
10. Callie wrote the **lyrics** to a new song, while her friend wrote the music. **lyrics** means:  
A. notes    B. volume    C. words

11. Calum **grimaced** at the thought of having to go to the dentist. Last time he went he had to get a tooth pulled. **grimaced** means:  
A. laughed    B. frowned    C. refused
12. Kylie's mother loses her job and cannot pay the rent. As a result, they move to a homeless shelter. Her mother tells Kylie that, "**drastic times call for drastic measures.**" This means they must:  
A. forget about the past    B. do whatever it takes    C. work very hard
13. Whitney didn't understand what her friends were talking about. "I'm always **left in the dark** when I'm with you all," she said. **left in the dark** means:  
A. uninformed    B. unsophisticated    C. misunderstood
14. The jury **acquitted** Mary on the vandalism charges. She was free to go. Here **acquitted** means:  
A. proceeded    B. released    C. conducted
15. The ice climber had to brace herself so that she didn't fall into the **chasm**. **chasm** means:  
A. ocean    B. summit    C. ravine
16. Susan and her dad drive across the state to visit family. They get a flat tire, get stuck in a traffic jam, and lose their way. When they finally arrive, Susan says, "Thank goodness that **ordeal** is over!" An **ordeal** is an \_\_\_\_\_ time.  
A. frightening    B. entertaining    C. unpleasant
17. The girls decided to build a kite out of wire and plastic, since wire hangers and plastic bags are **a dime a dozen**. Here **a dime a dozen** means:  
A. a dime buys 12 items    B. cheap and easy to get    C. a dozen dimes buys one
18. When Pedro runs for student council president, he stands outside the school's main doors passing out **leaflets** to all the students with his name and picture on them. "Vote for Pedro!" they read. **leaflets** are:  
A. framed photographs    B. parts of a green trees    C. papers with messages
19. The criminal's jail sentence is over. He asks his family for forgiveness. He wants to **atone** for his wrong doings. Here **atone** means:  
A. blame the jail    B. excuse others    C. make up for
20. The life jacket had excellent **buoyancy**. Craig knew he would be safe if he fell in the water. **buoyancy** means to:  
A. swim    B. propel    C. float

# EXPLICIT INSTRUCTION

## INSTRUCTIONAL ROUTINES FOR MAXIMIZING STUDENT RESPONSE AND ENGAGEMENT

A  
P

**Purpose:** Increase student responses and engagement during all phases of instruction.

<b>INTRODUCTION</b>  <b>TEACHING STRATEGY: FOCUS &amp; THINK TIME</b>	<b>Engage students when introducing topics or explaining directions.</b> <b>A.</b> Students look at teacher, board or point at key words in book during introduction. <b>B.</b> State topic. Students repeat. <b>C.</b> Teacher presents key information. Students explain key aspects to partners. <b>D.</b> Script think time – given	<b>EXAMPLE</b> <b>A.</b> “Look/point to <u>(title/paragraph/word)</u> on p. ____” <b>B.</b> “Today we are reviewing the central nervous system” “What is our topic?” (choral response) <b>C.</b> Teacher presents key information. “Partners, briefly discuss what you remember about the central nervous system” <b>D.</b> Ask question. Pause 3-5 seconds. “What’s the answer?” (Signal).
<b>RESPONSES</b>  <b>TEACHING STRATEGY: SIGNALS</b>	<b>Students actively engaged/respond during all phases of instruction.</b> <b>A.</b> Students respond chorally when responses require short responses or, <b>B.</b> Students respond to a partner during expanded responses	<b>A.</b> “As you will recall, there are sensory nerves and motor nerves. <u>Sensory nerves</u> carry messages <u>to the brain</u> and <u>motor nerves</u> carry messages <u>from the brain</u> . Everybody, sensory nerves carry messages where?” (choral response). Everybody, motor nerves carry messages where? (choral response) <b>B.</b> “Partner A, explain to Partner B what sensory nerves do, partner B listen for accuracy” “Partner B, explain to Partner A what motor nerves do, partner B listen for accuracy”
<b>MASTERY TEACHING</b>  <b>TEACHING STRATEGY: INDIVIDUAL TURNS &amp; CORRECTION PROCEDURE</b>	<b>A. Students are called on for individual responses.</b> Call on students in an unpredictable order with student name last. ✓ Ensure students understand ✓ Opportunity to check mastery of students who may struggle ✓ Sends message all students must be engaged and ready to respond at all times  <b>B. Inaccurate responses are immediately corrected using “My turn” or “It is...” format. Follow all errors with a delayed test before ending the lesson.</b>	<b>A.</b> Group then individual response: 1. “I’ll name different messages, you tell me if each messages goes <b>to</b> the brain or <b>from</b> the brain – your foot hurts. Everybody...” (Choral response) 2. “So is it a sensory nerve or a motor nerve? Everybody...” 3. Repeat for several examples. 4. “Individual turns. Be ready for me to call on you. Your stomach hurts. Is it a sensory nerve or motor nerve? Maria?” <b>B.</b> Group or individual student responds incorrectly: “My turn. If your stomach hurts the message goes <b>to</b> the brain. It is a sensory nerve. Everybody, what kind of nerve is it if your stomach hurts?” (Choral response)
<b>EXPANDED RESPONSES</b>  <b>TEACHING STRATEGY: VERIFICATION &amp; EXTENSION</b>	<b>A. Check Students’ Understanding</b>  Option 1: Deep processing questions Option 2: Examples/Non-examples Option 3: Students generate examples Option 4: Sentence starter  <b>B. Verification:</b> Each time the group or an individual student states an answer, repeat the answer back to them.	<b>A. Questions:</b> 1. “What could interfere with sensory nerve messages?” 2. “Would feeling pain be an example of a motor nerve?” 3. “Tell your partner an example of a motor nerve.” 4. “Explain to your partner what sensory nerves do.” 5. Start your sentence by saying, ‘Motor nerves....’ <b>Then</b> tell why.” <b>B.</b> Yes. Motor nerves carry messages to the brain.

## INSTRUCTIONAL ROUTINE FOR TEACHING CRITICAL, UNKNOWN VOCABULARY WORDS

**V**

**PROCEDURES:** Use to introduce and review NEW Vocabulary words

STEP 1	<b>Introduce the Word</b> A. Write the word on board. B. Read word. Students repeat. C. Repeat for unfamiliar words.	<b>PROMPT</b> "This word is _____." (choral response) "What word?" (choral response)
STEP 2	<b>Present a Student-Friendly Definition</b> A. Tell students explanation, or, B. Have students read explanation with you.	"The definition of _____ is _____" "What is _____?" (choral response)
STEP 3	<b>Illustrate the Word with Examples</b> <ul style="list-style-type: none"> <li>Concrete examples</li> <li>Visual representations</li> <li>Verbal examples</li> </ul>	Illustrate the word with a concrete example (i.e. PowerPoint Slide)  Give one or more clear examples of the word  Use the "I do, We do, You do" format.
STEP 4	<b>Check Students' Understanding</b>  Option 1: Deep processing questions Option 2: Examples/Nonexamples Option 3: Students generate examples Option 4: Sentence starter	Use the following options as a means to ensure students fully understand the newly introduced vocabulary word.  Use choral response, random individual turns, and partner practice to evaluate student understanding. Correct errors and misconceptions immediately (prevent wrong practice).

## INSTRUCTIONAL ROUTINE FOR TEACHING CRITICAL, UNKNOWN VOCABULARY WORDS

**V**

**PROCEDURES:** Use to introduce and review NEW Vocabulary words

STEP 1	<b>Introduce the Word</b> D. Write the word on board. E. Read word. Students repeat. F. Repeat for unfamiliar words.	<b>PROMPT</b> "This word is _____." (choral response) "What word?" (choral response)
STEP 2	<b>Present a Student-Friendly Definition</b> C. Tell students explanation, or, D. Have students read explanation with you.	"The definition of _____ is _____" "What is _____?" (choral response)
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## INSTRUCTIONAL STRATEGIES FOR PRACTICING VOCABULARY WORDS EXAMPLE 1

**VP**

**PROCEDURES:** CONSIDER USING BLOOM'S TAXONOMY AS A MEANS TO GIVE STUDENTS MEANINGFUL INTERACTIONS WITH THE WORDS

	Examples
1. Knowledge/Remember	The word <b>correlation</b> means? A. The answer to a division problem B. The relationship between two variables C. The study of numbers D. An object with four sides and four angles
2. Comprehension/Understand	Which word does not belong? _____ Why? _____  correlation    perimeter    relationship    linked    association
3. Application/Apply	Identify an outcome that would likely be correlated with each word. 1. unemployment: _____ 2. an unattended candle: _____ 3. prolonged exposure to the sun: _____ 4. hunger: _____
4. Analysis/Analyze	Analyze the following statements. Identify whether or not they are likely to be true. 1. A car's age is positively correlated to the likely hood it will breakdown. Explain? 2. A student that does not study is positively correlated to with a high grade point average. Explain?

## INSTRUCTIONAL STRATEGIES FOR PRACTICING VOCABULARY WORDS EXAMPLE 2

**VP**

**PROCEDURES:** USE THE FOLLOWING ACTIVITIES FOR STUDENTS TO MEANINGFULLY ENGAGE/PRACTICE VOCABULARY WORDS.

EXAMPLES																					
1. Yes/No/Why	Would you use <b>tons</b> to measure a mile? Why? Do <b>whole numbers</b> contain decimals? Why?																				
2. Completion Activity	Name a <b>nonfiction</b> book _____. A word that has an opposite meaning of another word is called an _____.																				
3. Graphic Organizer depicting relationship between vocabulary words	<table><tr><th></th><th>Same</th><th>Opposite</th><th>Go Together</th><th>No Relation</th></tr><tr><td><i>analyze - data</i></td><td></td><td></td><td>X</td><td></td></tr><tr><td><i>analyze - examine</i></td><td>X</td><td></td><td></td><td></td></tr><tr><td><i>analyze - shell</i></td><td></td><td></td><td></td><td>X</td></tr></table> <p>Have students explain why they marked each box.</p>		Same	Opposite	Go Together	No Relation	<i>analyze - data</i>			X		<i>analyze - examine</i>	X				<i>analyze - shell</i>				X
	Same	Opposite	Go Together	No Relation																	
<i>analyze - data</i>			X																		
<i>analyze - examine</i>	X																				
<i>analyze - shell</i>				X																	
4. Word Lines	How surprised would you be if . . . ...you had a <b>flashback</b> to the day you were born? ...you read a <b>chapter</b> in 30 minutes? <b>Least Surprised. . . . . Most Surprised</b>																				
5. Sentence Substitution	It is Joe's <b>opinion</b> that the movie was the best he's seen all year. It is Joe's <b>personal judgment</b> that the movie was the best he's seen all year.																				
6. Meaningful Sentence Writing	<b>Students write a sentence answering who, what, when where, why, how questions.</b> <i>During the past week, name a situation in which you had a <b>conflict</b>? Why would a teacher <b>critique</b> a story written by a student?</i>																				



# Vocabulary Resources

**Florida Center for Reading Research:** Vocabulary center activities for grades K-5: <http://www.fcrr.org/>

**Tennessee Department of Education:** Vocabulary Activities: [www.jc-schools.net/tutorials/vocab/](http://www.jc-schools.net/tutorials/vocab/)

**Quizlet:** Create your own study materials: <http://quizlet.com/>

**Vocabulary resource list:** <http://esu4vocabularystrategies.wikispaces.com/Vocabulary+Sites>

**Flocabulary** (pairs rap with vocabulary): <http://flocabulary.com/subjects/>

**Jeopardy Labs:** Create your own Jeopardy game at: <https://jeopardylabs.com/>

**CORE (Consortium on Reading Excellence):** Vocabulary Handbook: <http://www.corelearn.com/>

**Motivation Math - Vocabulary Adventure:**

<http://www.mentoringminds.com/products/subjects/vocabulary/vocabulary-adventure/vocabulary-adventure-student-edition.html>

# Vocabulary Mastery Test

Vocabulary Word

What Does it Mean

1. Jobbernowl

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2. Kvetch

---

3. Oojah

---

4. Inglenook

---

5. Hobbledehoy

---

6. Snollygoster

---

7. Fliver

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# Systematic Vocabulary

## Action Plan

Using this planning page, identify specific actions to be completed when your return to your school or district.

1. How will you present a rationale regarding the need for systematic intervention and vocabulary instruction?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
2. What could be initiated or changed regarding your school's/district's screening and intervention in the area of language?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
3. How will you incorporate information regarding "How the Brain Learns" into your classroom instructional routines or job role?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
4. How will you get started incorporating academic vocabulary instruction into your classroom?
  - a. Will you plan with grade/subject level teachers?
  - b. What are you plans for identifying where academic word will be taught and when?
  - c. What steps could be taken to ensure academic vocabulary is taught consistently across classrooms? Across Grades? Across Schools?
5. Identify two or more ideas or sources you will use to provide systematic vocabulary practice for students.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
6. How do you plan to monitor student learning academic vocabulary? How often? Method? By whom?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
7. What additional ideas from today's seminar do you plan to incorporate into your daily instructional practices?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_